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ABSTRACT

Information on why entering college students leave New Jersey is presented. Attention is also directed to characteristics of high school seniors who choose out-of-state colleges, including their grade point average, rank in class, Scholastic Aptitude Test scores, family income, and parental education. Seniors who could be attracted to New Jersey's colleges and toward whom more active recruitment efforts should be directed are also described. Additionally, implications for systemwide enrollment are considered, along with the academic profile of entering freshmen that would result from larger numbers of prospective out-migrants entering the state's institutions. Major findings, which are based on a 1982 survey of over 5,000 high school seniors, include the following: two-thirds of seniors who planned to attend college and who expressed a preference for an out-of-state institution indicated that the institution's reputation for high academic quality was one of the three reasons for their selection; and 39 percent of seniors cited the availability of a particular educational program at the chosen out-of-state institution as one of the three reasons for their selection. Appendices include the senior questionnaire and information on selected out-of-state institutions chosen by 1982 New Jersey college-bound students. (SW)

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College-Bound Freshmen:

New Jersey's Special Dilemma

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OVERVIEW, FINDINGS, AND RECOMMENDATIONS

OVERVIEW

Every year, approximately 27,000 New Jersey college freshmen leave the state to pursue their postsecondary education. This figure represents nearly 40 percent of the total college-enrolled full-time first-time freshmen who are reported as New Jersey residents each year, and is more than double the rate of out-migration for any other state. This report addresses the questions of why students leave New Jersey and what type of student prefers to go out of state.

New Jersey's out-migrating freshmen encompass the entire range of academic ability. That is to say, these students include those who are ranked in the top 10 percent of their graduating class and score above 600 on each SAT section, as well as those who are ranked in the lowest one-fifth of their class and score below 400 on the SAT. Undoubtedly, the state is likely to continue to experience the out-migration of many superior students to institutions which are ranked among the highest in the nation. However, not all of New Jersey's students leave to attend the most prestigious out-of-state institutions. In fact, New Jersey institutions compare favorably with many out-of-state colleges which attract very good students.

College-bound high school seniors cite a variety of reasons for preferring an out-of-state institution. Two-thirds indicate that the institu-

tion's reputation for high academic quality is one of three main reasons for their selection; thirty-nine percent indicate that the availability of a specific educational program is a major reason for their choice. Nevertheless, our study provides evidence to suggest that many students lack adequate and/or accurate information regarding colleges and universities (both in-state and out-of-state), particularly with respect to quality and programmatic dimensions. As a result, a significant proportion consistently opt for out-of-state institutions when, in fact, many colleges in state can offer them a comparable education.

In order to retain a higher proportion of our academically superior students, enrichment funding for selected programs and/or institutions in the public sector should be encouraged. Further, in order to attract students who leave to attend colleges and/or programs for which New Jersey has suitable counterparts, a major public relations campaign should be mounted.

FINDINGS

The major findings of the report, which are based on a survey of over 5,000 high school seniors, include the following:

- Two-thirds of seniors surveyed who planned to go to college and who expressed a preference for an out-of-state institution indicated that the institution's reputation for high academic quality was one of the three reasons for their selection.

  - Although reasons of quality were cited most frequently, in actuality, only 57 percent of seniors chose institutions which are defined as "selective" according to a nationally recog-

nized college rating guide. The remaining 43 percent chose institutions which are "less selective".

- Seniors who actually chose selective institutions tend to base their opinions about the institution on objective sources of information, such as the institution's high admissions standards or published ratings. Further, significant proportions of them were also likely to have impressive academic profiles (SAT scores that are above 600 and rank in the top 20 percent of their graduating class).

- Seniors who chose less selective out-of-state institutions tend to base their opinions on more informal sources of information, such as the college catalog or the opinions of teachers. These seniors also tend to have lower academic profiles compared with their counterparts who choose selective institutions. Only a small proportion had high SAT scores, or were ranked in the top 20 percent of their class.

- Thirty-nine percent of seniors surveyed cited the availability of a particular educational program at the chosen out-of-state institution as one of the three reasons for their selection.

  - Nonetheless, with few exceptions, the overwhelming majority of programs chosen for this reason are in fact offered by at least one public institution in New Jersey. Such programs include architecture, business, computer science, engineering, and nursing.

- Perceptions of institutional quality appear to influence perceptions of program quality so that a "halo" effect occurs. Specifically, of the seniors who gave educational program as the first reason for selecting an out-of-state institution, 38 percent gave as a second reason the institution's high quality academic reputation.

- While it is true that many colleges and universities offer a particular cultural or religious experience, seniors chose such institutions primarily for other reasons. For example, less than two percent of the black seniors who chose historically black institutions, gave as their first reason the fact that the college was black. Similarly, of the seniors who chose institutions which are religious or religiously affiliated, less than ten percent considered the college's religious affiliation to be the most important reason for selecting it. In both instances, the other reasons given included the college's reputation for high academic quality or educational program.

- Institutional sponsorship--whether an institution was private rather than public--was not reported to be an important reason for choosing an out-of-state college. However, it is particularly noteworthy that 67 percent of all college-bound seniors who selected a private institution chose a private institution in another state, and 27 percent of seniors who chose a public institution selected an out-of-state public college as their first choice. The comparable national averages are, respectively, 43

and 16 percent. Thus, New Jersey's out-migrants leave the state to attend both private and public institutions at rates higher than the national average.

- Many of the seniors with out-of-state preferences had levels of academic achievement which were higher than those who desired to remain in New Jersey. For example, with respect to SAT math scores, 26 percent of the former, compared with 13 percent of the latter, had scores of 600 or better. However, not all seniors whose preferences were for out-of-state institutions were academically superior to their in-state counterparts.

- Overall, 73 percent of seniors with out-of-state preferences came from homes with at least one college-educated parent, and 67 percent from homes with a family income above the mean for New Jersey. In contrast, 54 percent of seniors with in-state preferences came from homes with a college-educated parent, and 41 percent from homes with a family income above the mean.

- Seniors from the higher economic strata were the ones most likely both to perceive out-of-state institutions as being of high academic quality and to choose selective institutions.

Based upon the findings of the study, it is estimated that possibly 35 percent of out-migrating students could be attracted to New Jersey institutions. The data show that these prospective enrollees comprise a group of students who appear to lack adequate and/or accurate information regarding the state's colleges and universities, especially in comparison with simi-

lar institutions in other states. Were this proportion of potential out-migrating students to be recruited annually, as many as 9,400 additional freshmen could be entering New Jersey's system each year. Admittedly, this figure could be viewed as an upper limit estimate since it includes out-migrants who choose specific educational programs which are exemplary. On the other hand, if only one-third of this figure were recruited, systemwide enrollment could be stabilized. Attracting a significant proportion of these 9,400 students to New Jersey's higher education system also would result in an improvement in the academic profile of entering freshmen. That is to say, since the academic profile of this group of potential enrollees is slightly higher than that of students who select in-state institutions, they would contribute positively to the overall distribution of freshmen by grade point average, rank in class, and SAT profile.

RECOMMENDATIONS

In order to retain a higher proportion of our high school graduates who are academically superior and to improve the perception of the state's system of higher education, the following recommendations are made:

1. The Board of Higher Education should consider the establishment of enrichment funding for selected programs and/or institutions, in both the public and private sectors, designed to attract a larger proportion of the state's top high school students. The goal of this approach would be to upgrade the selected programs and/or institutions so that they rank among the very best in the country. The programs/institutions selected may be required to become more highly selective in their admissions criteria.

2. The Board of Higher Education should consider support of a major public awareness campaign designed to promote New Jersey's higher education system. Similar media efforts are presently being employed by institutions and agencies in other states. For example, Temple University in Philadelphia has been advertising on local television network affiliates to promote its educational programs and the quality of its faculty.

3. Since the data indicate that potential enrollees tend to be influenced by more informal sources of information, such as counselors, teachers, and parents, dissemination of information about the state's colleges to these groups, in particular, should be encouraged. The Department of Higher Education should develop and promote workshops, similar to those conducted by the Office of Student Assistance in the area of financial aid availability, which feature and contrast the benefits (academic as well as financial) of pursuing a college education in state.

4. At its October 1983 meeting, the Board of Higher Education adopted the Budget Recommendations for higher education for fiscal year 1985. Included among these recommendations was a request for additional appropriations to the Garden State Scholarship Program to fund merit-based scholarships. The Department of Higher Education should evaluate this program to determine the extent to which the availability of such scholarships contributes to both the improvement of the academic profile of freshmen entering the state's colleges and universities, and the reduction of student out-migration.

5. Finally, in order to assess the long-run effects of student out-migration, it is further recommended that the Department of Higher Education conduct a longitudinal study of a sample of the 1982 high school survey participants in order to determine what proportion of them return to New Jersey during their undergraduate careers or after they have completed college.

INTRODUCTION

New Jersey's higher education system has grown dramatically in the recent past. Beginning with the approval of the Higher Education Act of 1966,[1] undergraduate enrollment in the state's institutions of higher education has grown by more than half, such that in fall 1982, more than 275,000 undergraduates attended New Jersey's colleges and universities. However, throughout this period there has been a constant migration of full-time first-time freshmen to collegiate institutions in other states, with approximately 27,000 of them leaving the state each year. Thus, while the system has grown, the number of freshmen exiting has remained virtually unchanged since the late sixties.[2]

A cursory analysis of student residence and migration data collected by the National Center for Education Statistics (NCES) as recently as fall 1981 indicates that many students appear to leave New Jersey to attend institutions for which the state has no or few counterparts. Upon closer ex-

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(1)Enacted by the New Jersey Legislature, the Higher Education Act resulted in the expansion of two- and four-year public colleges.

(2)The annual number of in-migrating freshmen has not been large enough to offset the pattern of out-migration. This is a matter of some concern since there is evidence that in-migration can have as direct and profound an effect on systemwide enrollments as out-migration. For example, in 1981 Pennsylvania's undergraduate enrollment growth of 3.3 percent versus a projected decline of 1.2 percent was mainly due to the increase in the number of students from other states attending college in Pennsylvania.

amination, however, it is clear that nearly half of these 27,000 students attend institutions not dissimilar (in terms of program offerings and types of students who attend) from New Jersey's colleges and universities. What are the reasons for this pattern? More to the point, why are so many college freshmen leaving New Jersey? Who are these students? Can the out-migration trend be reversed? These questions form the basis of this report.

In order to answer them, a survey of New Jersey high school seniors was conducted in May 1982. Designed to determine which characteristics (institutional as well as individual) influence specific college choice decisions, i.e., whether or not to stay in state or go out of state to college, a representative sample of seniors from public and private high schools was asked to indicate what their plans were for September 1982. A total of 5,063 seniors (78 percent of those surveyed) completed the questionnaire. Of these, 2,930 or 58 percent of them indicated that they planned to attend college full time in fall 1982.(3) These college-bound seniors were asked to list their first, second, and third college choices, both in New Jersey and out of state; to indicate reasons for choosing each college; and if one of the reasons given was the college's academic reputation, to indicate how they reached an opinion regarding the academic standing of the institution. In addition, data on the academic preparation of students, family income, and education of their parents were also ascertained.

A 1981 report on out-migrating full-time first-time freshmen attempted to assess the effects which certain institutional characteristics, such as

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(3)A detailed description of the study design and sample selection procedures is provided in Appendix A.

type of control (i.e., public versus private), specialization, and selectivity may have on the observed pattern of out-migration.(4) Subsequent analyses of 1981 NCES data also addressed the issue of out-migration using these institutional characteristics. Since these data were in aggregate form, no student level information (e.g., academic and socioeconomic characteristics) could be derived. Nonetheless, the institutional parameters found consistently in these data provide a basis for comparing survey results with those of actual out-migrating students.

Results of the survey for seniors who indicated they had applied to out-of-state institutions are strikingly similar to those found in the 1981 NCES migration data. For example, in 1981, 65 percent of full-time first-time freshmen out-migrants attended senior private institutions, and 46 percent attended college in Pennsylvania or New York. The findings of the 1982 survey indicate that 64 percent of seniors who preferred out-of-state institutions chose senior private institutions and 44 percent chose colleges and universities either in Pennsylvania or New York. Even more striking is the pattern of institutions selected. In both 1979 and 1981, approximately 35 percent of all out-migrating freshmen attended 53 specific colleges in other states. These "high draw" institutions each enrolled 100 or more New Jersey freshmen. The 1982 survey data show that this pattern persists, with nearly 39 percent of seniors indicating that they had applied to these particular institutions. These and other findings clearly confirm that the sample data on which this report is based are a good ap-

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(4) Out-Migration of New Jersey Full-Time First-Time Freshmen, 1979: Analysis and Recommendations. N.J. Department of Higher Education, Office of Research and Manpower. November, 1981.

proximation of student behavior regarding out-migration, and provide a sound basis for drawing conclusions about the causes of this phenomenon. (Appendix B elaborates upon and contrasts the similarities between survey and NCES data.)

The report presents and discusses the survey results in terms of three general areas. First, an analysis of reasons given by seniors for choosing out-of-state institutions is provided. (It should be noted that only first choice institutions and the reasons associated with their choice are analyzed in detail.)

Second, a description of seniors who have made these choices is provided. Student characteristics, such as academic preparation (i.e., grade point average, rank in class, and SAT scores), family income, and parental education, are used to illuminate institutional choice patterns.

Third, the analysis of who leaves the state is followed by a discussion of those seniors who could be attracted to New Jersey's institutions of higher education and toward whom more active recruitment efforts should be directed. Finally, the implications for both systemwide enrollment and the academic profile of entering freshmen which would result from larger numbers of prospective out-migrants entering the state's institutions are also described. The concluding section provides a summary of the major findings of the report and makes recommendations for future action.

WHY STUDENTS LEAVE

Students who leave New Jersey every year to attend college in other states do so for a variety of reasons, ranging from a desire for institutional settings or programs not available in state, to the desire simply to get away from home. Even though any number of plausible explanations may exist to account for the constant exodus of college students, the data from the survey of high school seniors suggest that a small number of reasons account for the vast majority of students' decisions to leave the state.

Specifically, the data show that 66 percent of the seniors who expressed a preference for an out-of-state institution[5] indicated that the institution's high quality academic reputation was one of the three reasons they had selected it (Table 1). In addition, 39 percent cited the educational program of the chosen institution as one of their reasons; 35 percent, a desirable location; and nearly one-quarter indicated that being

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(5) In addition to being asked to list their first three college choices, both in state and out of state, survey respondents were asked to indicate which colleges they expected to attend. These questions formed the basis of the college preference variable. For respondents who applied only to New Jersey colleges or only to colleges in another state, their locational preference is obvious. However, for respondents who had to list one choice in state and one out of state, the preference category was decided based on the answer to the question: of the New Jersey (or out-of-state) colleges and universities to which you applied and were accepted, which one do you expect to attend? Of the 2,930 seniors who said they planned to attend college full time in fall 1982, college locational choice could be calculated for 91 percent of them 1,436 with in-state and 1,236 with out-of-state preferences.

TABLE 1

Distribution of Reasons for Choosing an Out-of-State Institution for 1982 New Jersey College-Bound High School Seniors with Out-of-State Preferences

Reason	Order of Importance First	Second	Third	% of All Reasons*
High quality academic reputation	42.0	16.7	7.4	66.1
Educational program	23.7	10.1	5.2	39.0
Desirable location	3.2	15.4	16.0	34.6
Away from home	3.4	9.5	11.1	24.0
Small school	2.1	8.1	8.6	18.8
Received impressive information	3.2	6.6	8.6	18.4
Low tuition	6.4	4.2	3.1	13.7
Recommended by teacher/ counselor	0.9	3.7	5.8	10.4
Received some financial aid	2.6	4.0	3.9	10.5
Near home	1.1	3.6	4.0	8.7
Large school	0.7	2.3	4.5	7.5
Athletic reputation	1.2	1.7	3.3	6.2
Recruited	2.6	2.2	1.2	6.0
Sibling(s) attended	0.7	1.4	2.6	4.7
Non-strict admissions	0.8	2.2	1.5	4.5
Friends attend	0.3	1.5	2.5	4.3
Religious affiliation	1.6	1.0	1.6	4.2
Private institution	0.2	1.5	2.1	3.8
All financial aid	1.0	0.9	0.5	2.4
Parent(s) attended	0.2	0.8	1.3	2.3
Historically black	0.3	0.3	0.9	1.5
All male/female	0.0	0.1	0.6	0.7
Some other reason	1.6	2.2	3.7	7.5

*The percentages in this column are based on the total number of all first, second, and third reasons.

away from home was important. Other reasons were given by the seniors in varying proportions, but none of them was selected by as large a group of students as these four.

The apparent predominance of the most common reason--high quality academic reputation--is verified when the distribution of first (or most important) reason only is examined.(6) Forty-two percent of all seniors with out-of-state preferences gave academic quality as the most important reason for selecting their first choice college. The second largest group of seniors cited as their first reason, educational program (24 percent). Other than low tuition, no other first reason received more than four percent of the responses in this category. Since academic quality and educational program account for the majority of (first) reasons given, they will be examined in detail in the following sections.

HIGH QUALITY ACADEMIC REPUTATION

The fact that seniors wish to pursue their postsecondary educations at institutions of high academic quality certainly comes as no surprise. In fact, a 1975 study of New Jersey students attending college in other states, conducted by the Commission on Financing Postsecondary Education, found that 45 percent of them indicated that the reason for choosing these institutions was their academic reputation. On what grounds do so many

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(6)The relationship between first, second, and third reasons for choosing a college and a student's choice pattern is not a simple one. For example, among the 42 percent of seniors whose first reason was high quality academic reputation, 193, or 38 percent, of them chose as a second reason, desirable location. The analysis of all such patterns, however, goes beyond the scope of this report but will be the subject of future reports on student out-migration.

seniors think that their chosen college is of high academic quality? Are they correct in their assumptions? If not, how are students coming to the conclusion that some institutions are better than they really are? As a first step in addressing these questions, a published objective index of institutional selectivity was used to establish a general indicator of institutional academic quality based upon the academic characteristics of its entering freshmen. Second, based on the survey responses to a question focusing upon the formation of opinions of academic quality, the basis upon which New Jersey high school seniors go about making their choices was inferred. Finally, characteristics of seniors were analyzed to assess whether certain groups of them are more likely than others to choose an institution for reasons of academic quality.

The survey data show that not all institutions chosen for reasons of academic quality are in fact selective, as determined by the index of institutional selectivity used. Indeed, a significant proportion of New Jersey high school seniors who select out-of-state colleges appear to be making somewhat inappropriate decisions, i.e., they assert that they are seeking high academic quality, but they select institutions which are not of exceptional academic standing.

Institutional Selectivity

The issues of college selectivity and academic quality are very sensitive. It is not the purpose of this report to make judgements regarding the overall quality of any collegiate institution. However, in order to examine objectively and systematically the relationship between students' preceptions of academic quality and their behavior regarding college

choice, some proxy for institutional quality must be derived. Since the term "profile of entering freshmen" is often used in the higher education community as a measure of the level of undergraduate admissions competition and as a broad indicator of the rigor of an institution's academic program, it seems reasonable to use published references which provide this information for as many colleges and universities as possible. The Barron's Profiles of American Colleges, a widely available publication, was used in this analysis to assess qualitative differences among institutions.(7)

The "college admissions selector" published in Barron's groups colleges according to the degree of admissions competition. The selector (also referred to as an index of institutional quality) is based on the high school rank, grade point average, and standardized test scores of students enrolled in four-year colleges. Six categories comprise the index: 1) most competitive; 2) highly competitive; 3) very competitive; 4) competitive; 5) less competitive; and 6) non-competitive.(8) For the purposes of

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(7)Profiles of American Colleges, Barron's Educational Series, Inc. 1980. Vol. 1, 12th Edition. Woodbury, New Jersey.

(8)Since minimal academic requirements are placed on entering students, two-year colleges are excluded. In addition, some specialized and religious institutions are also not given a rating in Barron's. The Barron's categories are as follows: Most Competitive - even superior student may have trouble getting in, ranked in top 10-20% of high school class, A to B+ student, require 625-800 on each SAT section; Highly Competitive - top 20-30% of high school class, B+ to B student, 575-625 on SAT's; Very Competitive - 30-50% of high school class, no less than a B students, 525-575 on SAT sections; Competitive - top two-thirds of high school class, 425-525 on SAT's, B- or better student (some C+ or C); Less Competitive - freshmen rank in top 75% of their high school class, have median scores below 425 on the SAT's and a G.P.A. of C; Non-Competitive - only evidence of high school graduation from an accredited school or a certain number of credits required (some colleges may require entrance examinations).

this report, the first three categories were combined and referred to as selective, the remainder as less selective. While it may not be entirely accurate in its classification of all institutions, the Barron's index is the best comparative index of the academic achievements of admitted freshmen and as such, "institutional quality", that is readily available. A list of some institutions chosen by seniors, including the high draw (9) out-of-state colleges, and their institutional selectivity ratings based on Barron's, can be found in Appendix C, Tables 4 and 5. For purposes of comparison, a list of New Jersey senior institutions with their Barron's ratings is given in Appendix C, Table 6.

Of the seniors who gave the academic reputation of the institution as the most important reason for selecting it, (i.e., Barron's rankings 1, 2, or 3), 57 percent actually chose selective schools. Specifically, 10 percent chose institutions classified by Barron's as most competitive; 18 percent, highly competitive; and 29 percent, very competitive. The remaining 43 percent chose less selective institutions, i.e., competitive (41 percent), and less competitive and non-competitive (one percent each). We can conclude from these data that the majority (57 percent) of seniors who indicated that they chose a college because of its academic reputation, did in fact choose selective institutions. However, it is particularly worthy of note that 43 percent of those who indicated that their choices were

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(9)A 1981 report of freshman out-migration (based on 1979 NCES data) showed that 53 institutions in other states attracted 100 or more full-time first-time freshmen who were New Jersey residents. NCES data for 1981 indicated that these particular institutions continued to attract large numbers of New Jersey freshmen annually. Thus, they are referred to as "high draw" institutions.

based on academic quality chose colleges with ratings of competitive or less.

The emergence of two distinct groups of students--one composed of seniors who appear to be making "informed" decisions regarding the type of institutions they have selected, and one composed of students who make "less informed" decisions--is noteworthy. It suggests that activities aimed toward recruiting larger numbers of New Jersey freshmen into New Jersey institutions can be targeted to specific groups of high school students. It follows then that additional knowledge which would contrast and illuminate differences between the two groups is needed.

Formation of Opinions Regarding Institutional Selectivity

Seniors who indicated that an institutional academic reputation of high quality was a reason for choosing their first choice college were asked to indicate, in order of importance, the sources of information upon which their opinions were based. Table 2 lists the sources and their rankings. Overall, 80 percent of seniors whose first reason for choosing a college was academic reputation reported that they based their opinions of quality on the high admissions standards of the institution. This was followed by 70 percent who reported that their opinions of quality were based on published ratings. While four other sources of information or institutional characteristics--reading the catalog, old and excellent tradition, type of students attending, and opinion of teachers--were each ranked by more than half of the seniors giving the academic quality reason, usually they were not the most important source of information.

TABLE 2

Sources of Information Regarding "High Quality Academic Reputation" for High School Seniors Who Expressed a Preference for an Out-of-State Institution

Opinion of Academic Quality Based On:	Order of Importance						Total Ranked
	1st	2nd	3rd	4th	5th	6th	
High Admission Standards	34.1	23.0	10.9	6.2	2.9	2.4	79.5
Published Ratings	20.9	18.3	13.1	8.0	4.3	4.9	69.5
Reading the Catalog	4.3	8.4	10.9	10.7	8.2	10.0	52.5
Private Institution	1.9	1.9	3.9	4.5	5.3	10.0	27.5
Old & Excellent Tradition	16.2	12.5	10.1	7.6	4.3	4.4	55.1
Type of Students Attending	4.9	10.9	12.5	12.3	7.8	9.2	57.6
Opinion of Parent(s)	3.3	5.8	9.0	9.7	7.6	12.9	48.3
Opinion of Relatives	1.6	2.3	3.9	3.3	5.5	17.9	32.8
Opinion of Classmates	0.6	1.6	3.9	3.3	5.5	17.9	32.8
Opinion of Teachers	6.4	10.1	11.5	11.1	6.2	12.1	57.4
Other Sources of Opinion	3.1	1.8	2.1	1.4	0.4	2.0	10.8

As discussed earlier with respect to institutional selectivity, differences between the two groups of seniors--those who make informed and those who make less informed decisions--likewise are exhibited in the area of information sources. The former seem to base their opinions on high admission standards and published ratings, while the latter appear to rely somewhat on more subjective sources of information, such as college catalogs and opinions of teachers and others. For example, among seniors who chose selective institutions, nearly 80 percent ranked highly, i.e., either first, second, or third, the respective colleges' high admissions standards as their major source of information on quality. The comparable proportion for those choosing less selective colleges was 54 percent. Similarly, while only 17 percent of the seniors making informed decisions regarding quality reported reading the college catalog as a major source of information for their decisions, twice as many (34 percent) of those making less informed decisions did so (Table 3).

Academic Background and Institutional Selectivity

Finally, an examination of the academic preparation of seniors who indicated they chose a college because of its academic reputation reveals (not surprisingly) that quality is important to the most academically talented students. As seen in Table 4, of the seniors who gave academic quality as a reason for going out of state, 83 percent had grades of B or better, 61 percent were in the top one-fifth of their high school class, and 39 percent had SAT math scores (23 percent SAT verbal scores) of 600 or above. A further breakdown by institutional selectivity shows that the seniors who gave academic quality as a reason and who in fact chose selec-

TABLE 3

Sources of Information Regarding "High Quality Academic Reputation" for Seniors Choosing Selective and Less Selective Out-of-State Institutions

Opinion of Academic Quality Based On:	Order of Importance 1st	2nd	3rd	Subtotal	4th or Higher	Total Ranked
Seniors Choosing Selective Institutions*						
High Admission Standards	37.6	30.3	11.0	78.9	9.6	88.5
Published Ratings	22.0	20.6	15.1	57.7	16.6	74.3
Reading the Catalog	1.8	6.0	9.6	17.4	32.6	50.0
Private Institution	0.5	1.8	1.8	4.1	15.9	20.0
Old & Excellent Tradition	19.3	11.0	10.1	40.4	21.5	61.9
Type of Students Attending	4.1	10.1	16.1	30.3	28.8	59.1
Opinion of Parent(s)	3.7	5.0	10.6	19.3	35.6	54.1
Opinion of Relatives	1.8	2.3	2.8	6.9	23.4	30.3
Opinion of Classmates	4.6	2.8	6.0	13.4	22.0	35.4
Opinion of Teachers	5.5	10.6	10.1	26.2	32.9	59.1
Seniors Choosing Less Selective Institutions**						
High Admission Standards	26.4	17.2	10.4	54.0	14.9	69.9
Published Ratings	20.9	17.8	9.2	47.9	16.5	64.4
Reading the Catalog	7.4	12.3	14.7	34.4	23.9	58.3
Private Institution	3.7	1.2	4.9	9.8	15.4	25.2
Old & Excellent Tradition	13.5	14.1	10.4	38.0	11.1	49.1
Type of Students Attending	6.7	9.8	12.3	28.8	28.9	57.7
Opinion of Parent(s)	3.7	4.9	7.4	16.0	33.0	49.0
Opinion of Relatives	1.2	2.5	3.7	7.4	19.0	26.4
Opinion of Classmates	1.8	3.7	2.5	8.0	28.8	36.8
Opinion of Teachers	8.0	9.2	12.3	29.5	25.7	55.2

*N=218
**N=163

TABLE 4

Academic Characteristics of 1982 New Jersey College-Bound High School Seniors Who Gave as a First Reason for Selecting an Out-of-State Institution, "High Quality Academic Reputation"

Characteristic	Seniors Giving Reason of High Quality Academic Reputation*	Institutional Selectivity**	
		Selective	Less Selective
	%	%	%
High School Grades			
Mostly A's	31.2	43.6	14.5
Mostly B's	52.0	46.3	65.4
Mostly C's	16.0	9.7	18.9
Mostly Below C	0.8	0.5	1.2
	100.0	100.0	100.0
Rank in Class			
Top 20%	61.4	77.8	43.8
Second 20%	17.0	10.8	26.1
Middle 20%	15.0	7.5	21.6
Fourth 20%	5.1	1.9	7.8
Lowest 20%	1.4	1.9	0.7
	100.0	100.0	100.0
SAT Math Score			
600 or Above	39.4	58.5	15.9
500-599	33.2	25.8	45.9
400-499	19.8	12.0	30.6
399 or Below	7.4	3.7	7.6
	100.0	100.0	100.0
SAT Verbal Score			
600 or Above	23.0	36.4	15.9
500-599	39.6	41.4	40.5
400-499	28.2	17.5	43.0
399 or Below	9.2	4.6	10.8
	100.0	100.0	100.0
(N)	(513)	(218)	(163)

*Seniors with out-of-state preferences (Note: 132 seniors who gave this reason chose institutions which could not be classified by institutional selectivity.)
**Based on Barron's index
Note: Some percentage totals do not add to 100 due to rounding.

tive institutions have even more impressive profiles. As might be expected, their grade point averages, rank in class, and SAT profile are higher than those of the seniors who chose less selective institutions. For example, while nearly 44 percent of seniors choosing selective institutions had mostly A's and 78 percent were in the top 20 percent of their high school class, among their counterparts who chose less selective institutions, only 15 percent had mostly A's and 44 percent were in the top of their class. The SAT profile differences for the two groups were even more dramatic. Specifically, 58 percent of those choosing selective colleges, compared with 16 percent choosing less selective schools, had SAT math scores above 600. (For the verbal section these percentages were, respectively, 36 and 19.)

In summary, the survey data show that although academic quality is the reason cited most frequently by seniors for choosing a collegiate institution in another state, many of the institutions they choose are not necessarily of distinctively high quality. The actual differences between institutions, with regard to quality, and the decision making of seniors, result in two distinct groups of seniors expressing preferences for quality. Those who make "informed" decisions regarding quality (i.e., they gave as a reason for choosing the institution its high quality academic reputation, and the institution is in fact selective) are quite different from the seniors who make "less informed" decisions, both in the manner in which they tend to formulate their opinions of quality and in their overall academic preparation.

EDUCATIONAL PROGRAM

Twenty-four percent of the seniors surveyed indicated that they chose their first choice college because of a specific program offering. Among the programs cited were architecture (including industrial arts, and drafting and design); business; communications (including journalism, graphics, theatre, dance, music); computer science; education; engineering; nursing; pre-med and science programs; pharmacy; social science; and military science (Table 5). With the exception of military science (which was cited by only one percent of New Jersey high school seniors who chose an out-of-state college because of a particular educational program), all of the above fields of study are offered by at least one public institution in New Jersey.(10)

While it is difficult to determine precisely which or how many of the programs selected by seniors were of exceptional quality,(11) some could be thought to be of high quality if the colleges where they are offered are perceived by seniors to be quality institutions. Indeed, since similar programs are offered in New Jersey, the "real" reason behind the college

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(10) It is probably true that some students choose educational programs only out of state because they are, in fact, of exceptional quality. However, in the absence of an objective and widely available publication of educational program ratings, a quantitative determination of the number of such informed choices could not be made.

(11) Of the colleges selected for specific fields of study only two--Johnson and Wales College and Fashion Institute of Technology--are identifiably specialized institutions of, respectively, business/hotel management and fashion/design. Other institutions, such as Rochester Institute of Technology and Rensselaer Polytechnical Institute, can also be considered specialized due to the predominance in their curricula of programs in the sciences and engineering. Appendix C, Table 7 lists "high draw" colleges that were chosen for this reason.

TABLE 5

Educational Programs Chosen by 1982 New Jersey College-Bound High School Seniors Who Cited "Educational Program" As a First Reason for Selecting an Out-of-State Institution

Program(s)	% of Seniors (N=289)
Architecture/Industrial Arts/ Drafting and Design	1.7
Business	12.1
Communications/Journalism/Fine Arts	16.3
Computer Science	3.5
Education	4.8
Engineering	8.3
Military	1.0
Nursing	3.1
Pharmacy	1.4
Pre-Med/Science	10.4
Social Science/Social Work/Pre-Law	3.5
Subtotal	66.1
*All other programs	11.1
No Program Specified	22.8

*Includes aeronautics, culinary arts, fashion design, foreign service, hotel and restaurant management, physical therapy and multiple programs not categorized separately.

choice is undoubtedly related to quality. It is easy to understand how this type of "halo" effect might develop. Many seniors may not be aware of or familar with published ratings of undergraduate programs or departments, and so depend on information about the entire institution to help them formulate opinions regarding a specific program of interest.

A high school student planning to go to college might say for example, "I want to be an engineer. This college offers a major in engineering, so I'll apply here." No other step in the decision making process, including an analysis of comparative rankings of engineering programs nationwide, might be important or deemed necessary. In fact, if the college where the desired program was offered were one with a favorable institutional reputation (in the student's opinion), he/she might conclude that all programs offered there are of high quality. Thus, the relationship between choosing a college because of a specific educational program and the high quality academic reputation of the college is worth examining with these data.

Of the 289 seniors who gave educational program as the first reason for selecting their first choice out-of-state institution, 111 (38 percent) of them gave as a second reason, high quality academic reputation. However, as discussed previously, not all of these institutions are in fact of high academic quality. It is reasonable to conclude therefore, that perceptions of institutional academic quality, whether accurate or not, also influences perceptions of programmatic quality for a significant proportion of seniors who choose out-of-state institutions.

A WORD ABOUT OTHER REASONS

While academic quality and educational program are the most commonly expressed reasons for choosing out-of-state institutions, some of the other reasons given are, nonetheless, interesting and even curious. Some of these are described below.

Low Tuition: As a first reason for choosing their first choice out-of-state college, six percent of seniors cited low tuition. It is common knowledge that the amount of tuition paid by out-of-state students in public colleges is higher than that required of in-state enrollees, and that private institutions have higher tuition charges than do public institutions. Thus, it seems reasonable to interpret the low tuition reason as institution-specific; that is, when compared with other institutions out-of-state, the tuition of the first choice college is lower, and therefore is attractive for this reason.(12)

Institutional Sponsorship: It is interesting to note that the fact that a college is private is not a major consideration in a student's decision making process. Indeed, as seen in Table 1, fewer than four percent of seniors considered this type of institutional sponsorship to be a first, second, or third most important reason for choosing an out-of-state col-

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(12)The largest proportion (38 percent) of seniors giving this reason applied to colleges in Pennsylvania. Overall, the majority (68 percent) of the colleges chosen were public institutions. It can be shown that even though the reason given was low tuition, the average savings for these seniors if their preference were for an in-state institution would be significant. For example, 1982 data (Appendix C, Table 8) show that tuition and fee charges for out-of-state state students at public four-year colleges in Pennsylvania (estimated at $3,037) are, on average, almost double that for similar institutions in New Jersey (estimated at $1,749).

lege. Thus, while many chosen institutions are private, seniors indicate that their choice was based on other reasons. Nevertheless, two-thirds of all "out-of-staters" applied to private institutions for their first choice. Further, 70 percent of them also chose a private institution as second or third choices.

Another way to examine the relationship between institutional sponsorship and out-migration is within the context of student choice patterns. For example, one could ask the question: of the students who chose private colleges, how many chose private institutions outside of New Jersey? Similarly, how many students from among those choosing public institutions, chose public institutions out of state? The findings of the survey reveal that 67 percent of the seniors who chose a private institution chose a private institution outside of New Jersey, and that 27 percent of those choosing public institutions did likewise.

National findings of the pattern of out-migration by collegiate sponsorship indicate that 43 percent of seniors who plan to enroll in a private college or university intended to go out of state, and that 16 percent of those who planned to attend a public institution intended to leave their home state to do so.[13] Thus, it is seen that New Jersey's out-migrants leave the state to attend both private and public institutions at rates higher than the national average.

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(13)The Condition of Education 1983. U.S. Department of Education, National Center for Education Statistics. p. 73.

Specialized Institutions: Finally, in terms of other possible explanations as to why students go out of state to college, it seems reasonable to conclude that some students leave the state to attend colleges and universities for which there exist no or few New Jersey counterparts. Included among these are religiously affiliated and historically black institutions. Turning again to the list of reasons found in Table 1, it is seen that these two reasons account for less than two percent of all first reasons given by seniors for selecting an out-of-state institution. Thus, while some colleges offer a particular cultural/religious experience, seniors undoubtedly choose them primarily for reasons other than these. For example, of the 31 black students who chose historically black colleges, only two gave as their first reason the fact that the college was black.(14) Likewise, of the 65 seniors who chose religious or religiously affiliated institutions, only seven gave as their first reason the college's religious affiliation. In both instances, the other reasons given included high quality academic reputation, educational program, or low tuition.

SUMMARY

The data make it clear that a significant proportion of New Jersey high school seniors apply to out-of-state institutions because they are perceived as being of high academic quality. However, ratings of institutional selectivity suggest that in reality many of these institutions are

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(14)If black seniors were predisposed to applying to historically black colleges only, this statement could be characterized as contrary to common sense. However, more than half of the seniors whose first choice was for an historically black institution chose, as second or third choices, institutions which are non-black.

not of distinctively high quality in terms of the types of students who actually attend. In addition, the data show that seniors who make less informed decisions about institutions rely most heavily on more subjective sources of information, such as college catalogs and the opinions of teachers and counselors, as opposed to the more objective published institutional ratings.

This pattern of decision making applies also to seniors who choose out-of-state institutions for specific educational programs. Evidence from the data indicate that indeed very few of these out-of-state programs are offered at specialized institutions and that similar programmatic offerings exist in New Jersey. However, since many of the seniors who seek specific program offerings also perceive the college they choose as being of high quality, the making of similar, less informed decisions regarding the quality of programs at the college is understandable.

It is clear that many seniors do not perceive New Jersey's institutions as being able to offer them what they can obtain elsewhere (15) However, the findings strongly suggest that New Jersey's college-bound seniors frequently lack accurate and/or adequate information about the state's own colleges and universities. Further, it can be concluded that the attraction of collegiate institutions in other states stems, to a large extent, from somewhat inaccurate perceptions, not only of overall quality, but also of the availability of specific programs. As a result, a significant proportion of New Jersey's seniors consistently opt for out-of-state institutions.

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(15)Indeed, of the 1,236 seniors with out-of-state preferences, 60 percent applied only to institutions outside of New Jersey.

WHO IS LEAVING?

The effect of the large number of students leaving the state each year can probably be viewed best in terms of the short-run consequences. Specifically, the state experiences annually a loss of enrollments in higher education and of potential revenues for the state treasury.[16] While it is perhaps true that some proportion of these students might return to the state during the course of their undergraduate careers, preliminary data from a follow-up survey of the seniors who are the subject of this report indicate that the proportion who do so is small. Specifically, 88 percent of seniors who went out of state during their first year of college also went to the same or some other out-of-state college in their second year.[17] These preliminary findings support census data which suggest that student out-migrants who return to New Jersey do not do so until they have completed college.[18]

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(16)A detailed discussion of the enrollment and economic consequences of student out-migration is found in Out-Migration of New Jersey Full-Time First-Time Freshmen, pp. 34-42.

(17)Seniors who indicated their willingness to participate in a follow-up study (about 1,500 of the original sample of 5,063 students) were telephoned one year later, (that is, in the summer of 1983) to find out if their plans had worked out, and, if they had attended college in fall 1982, whether or not they planned to return to the same college in fall 1983. The statistics cited above are based on the responses of approximately 600 of the telephone surveys.

(18)Census data show a 10 percent increase in the number of persons who were 20 to 29 years old in 1970 and 30 to 39 years old in 1980.

However, in addition to the quantitative and economic aspects of student out-migration, the types of students who leave the state to pursue their postsecondary education is also important. Related to the latter are two specific questions. First, is the state experiencing a "brain drain" phenomenon? Second, do socioeconomic considerations play a similar role in college locational choice as they do in student decisions to attend college in the first place?(19) In order to address these questions, the survey of high school seniors gathered information on the academic characteristics of the students, as well as on socioeconomic characteristics of their families (i.e., parental education and family income). It is therefore possible to examine the extent of the relationship between these student characteristics and student decision making pertaining to college.

ARE POTENTIAL OUT-MIGRANTS THE STATE'S BEST STUDENTS?

Yes, and no. New Jersey's out-migrating freshmen, as well as freshmen who wish to remain in state, encompass the entire range of academic abilities, even though the former tend to exhibit somewhat higher levels of academic achievement. However, not all seniors who expect to go to college out of state are academically superior, nor do all seniors who are high academic achievers indicate a desire to attend college in another state.

As seen in Table 6, 71 percent of those who expressed a preference for an in-state senior institution, as compared with 72 percent of seniors with

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(19)Past research in higher education has shown that the educational attainment of their parents and general socioeconomic status of their families influence students in their decisions to attend college.

TABLE 6

Academic Characteristics of 1982 New Jersey College-Bound High School Seniors by College Locational Choice
(Column Percent)

Characteristic	New Jersey College-Bound Seniors* %	College Locational Choice* In-State %	Out-of-State %
High School Grades			
Mostly A's	17.5	13.7	20.6
Mostly B's	54.0	56.7	51.7
Mostly C's	26.4	27.6	25.4
Mostly Below C	2.1	2.0	2.3
	100.0	100.0	100.0
Rank in Class			
Top 20%	43.7	40.9	45.9
Second 20%	23.5	26.9	20.8
Middle 20%	21.8	21.1	20.8
Fourth 20%	8.5	8.7	8.3
Lowest 20%	2.5	2.4	2.7
	100.0	100.0	100.0
SAT Math Score			
600 or Above	20.3	13.1	26.1
500-599	29.2	26.3	31.6
400-499	31.4	36.1	27.6
399 or Below	19.1	24.5	14.7
	100.0	100.0	100.0
SAT Verbal Score			
600 or Above	11.1	7.5	14.1
500-599	26.3	20.2	31.3
400-499	39.1	41.4	37.2
399 or Below	23.4	30.9	17.4
	100.0	100.0	100.0
(N)	(2,248)	(1,012)	(1,236)

*Excludes students who chose two-year colleges
Note: Some percentage totals do not add to 100 due to rounding.

out-of-state preferences, had grades of B or better.[20] A slightly higher proportion of the out-of-state group were in the top one-fifth of their graduating class than were their in-state counterparts. On the other hand, the SAT profile for the two groups varies considerably. Nearly 26 percent of potential out-of-state students had SAT math scores above 600, compared with 13 percent for prospective in-state students. Likewise, 14 percent of seniors with out-of-state, versus 7 percent of those with in-state preferences, had SAT verbal scores above 600.

The data show that the magnitude of the differences, as measured by these indicators of scholarly achievement, between students who choose in-state and out-of-state institutions, are not equally dramatic. Generally speaking, there are more similarities between the two groups with respect to high school grades (over 70 percent of seniors in each being better than average), and rank (two-thirds of seniors in both groups are ranked in the top 40 percent of their class). Even so, the "out-of-staters" tend to have higher proportions of seniors who are all A students, and who ranked in the top 10 percent of their class (data not shown). In contrast, the two groups are substantially different in their SAT profiles. The differences are most pronounced in the SAT scores for seniors in the highest category

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(20)Excluded from the comparisons of seniors with in-state and out-of-state preferences are the 29 percent of "in-staters" who gave as their first choice, a two-year college in New Jersey. (There were no "out-of-staters" with preferences for a two-year institution.) This was done because traditionally the academic profile of students who attend two-year colleges in state is below that of those who attend senior public or independent institutions. The academic profile of seniors who expressed a preference for a New Jersey college by sector is given in Appendix C, Table 9. More detailed analyses of college-bound seniors with in-state preferences will be addressed in an upcoming Office of Research and Manpower special report.

(i.e., scores of 600 or above), where the potential out-migrants outnumber the potential in-state enrollees by a ratio of almost 2:1 in both the math and verbal sections.

DOES PARENTAL INCOME OR EDUCATION MATTER?

Conventional wisdom holds that many of the students who leave New Jersey every year to attend colleges and universities in other states come from families in above average educational and income brackets. The survey data indicate that, indeed, most seniors with out-of-state preferences come from homes where at least one parent is college educated[21] and family income is above the $26,242 mean for New Jersey.[22]

The data show a clear relationship between socioeconomic status and locational choice. For example, 65 percent of seniors with fathers who were high school graduates expressed a preference for a New Jersey college. On the other hand, only 32 percent of those with fathers who were the most educated (i.e., had at minimum, graduate or professional school training) indicated a preference for an in-state institution (Table 7). Similar contrasts are observed for the data on mother's education and family income.[23]

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(21) Overall, 73 percent of seniors with out-of-state preferences and 54 percent of those with in-state preferences came from families where at least one parent was college educated.

(22) 1980 Census estimate of mean income for New Jersey families.

(23) The effects of parental education on locational choice may be incidental. According to the survey results, very few seniors indicated that their decision to apply to their first choice college was due to parental influence. (Parental influence is subsumed under the category "some other reason" found in Table 1.)

TABLE 7

Socioeconomic Characteristics of 1982 New Jersey College-Bound High School Seniors by College Locational Choice*
(Row Percent)

Characteristic	In-State %	Out-of-State %	Total %
Father's Education			
Less than high school	67.8	32.2	100.0
Some high school	62.5	37.5	100.0
High school graduate	53.9	46.1	100.0
**Postsecondary non-college	54.9	45.1	100.0
Some college	52.0	48.0	100.0
College graduate	35.0	65.0	100.0
Graduate or professional school	28.7	71.3	100.0
Mother's Education			
Less than high school	75.0	25.0	100.0
Some high school	64.2	35.8	100.0
High school graduate	51.5	48.5	100.0
**Postsecondary non-college	42.7	57.3	100.0
Some college	39.1	60.9	100.0
College graduate	31.5	68.5	100.0
Graduate or professional school	33.2	66.8	100.0
Income			
Less than $10,000	59.7	40.3	100.0
$10,000-$14,999	62.5	37.5	100.0
$15,000-$19,999	60.4	39.6	100.0
$20,000-$24,999	53.9	46.1	100.0
$25,000-$29,999	58.9	41.1	100.0
$30,000-$39,999	45.2	54.8	100.0
$40,000-$49,999	36.3	63.7	100.0
$50,000 or More	20.4	79.6	100.0

*Excludes students who chose two-year colleges
**Includes persons who attended or were graduates of technical or vocational schools

Within each category of locational choice, higher proportions of seniors with out-of-state preferences come from homes where parents have some college experience and family income is high. As seen in Table 8, among the seniors who expressed preferences for in-state colleges and universities, nearly 47 percent have fathers who have some college experience, and 41 percent come from families with incomes above $30,000 per year. Sixty-seven percent of seniors in the out-of-state group were likewise distributed in each category.

An additional point is worthy of mention. To the extent that academic quality is the motivating factor for a significant proportion of seniors who choose out-of-state institutions, it appears that the perception of quality also follows socioeconomic lines. Seniors from the higher economic strata are the ones most likely to perceive out-of-state insititions as being of high academic quality and are also the ones who make the more "informed" decisions regarding quality (Appendix C, Table 10).

SUMMARY

The analysis of characteristics of seniors who choose out-of-state institutions suggests that while the state is not losing all of its best and brightest students to other states, belonging to this group increases the chances that a student will select an out-of-state college. This is understandable given that there are far more selective institutions outside of New Jersey than there are in state. It is important to note, however, that within both groups of seniors (those with in-state and out-of-state preferences) there exists a diversity of student types, academically as well as socially and economically. Therefore, any conclusions that potential out-

TABLE 8

Socioeconomic Characteristics of 1982 New Jersey College-Bound High School Seniors by College Locational Choice
(Column Percent)

Characteristic	New Jersey College-Bound Seniors*	College Locational Choice*	
		In-State	Out-of-State
	%	%	%
Father's Education			
Less than high school	5.3	8.0	3.1
Some high school	6.6	9.2	4.5
High school graduate	23.9	28.6	20.0
**Postsecondary non-college	6.6	8.1	5.4
Some college	10.5	12.1	9.1
College graduate	27.2	21.1	32.1
Graduate or professional school	19.9	12.7	25.8
	100.0	100.0	100.0
Mother's Education			
Less than high school	4.0	6.7	1.8
Some high school	5.0	7.1	3.2
High school graduate	42.2	48.1	37.3
**Postsecondary non-college	6.9	6.5	7.2
Some college	11.6	10.1	12.8
College graduate	21.5	15.0	26.8
Graduate or professional school	8.8	6.5	10.8
	100.0	100.0	100.0
Family Income			
Less than $10,000	4.8	6.5	3.5
$10,000-$14,999	8.0	11.3	5.4
$15,000-$19,999	6.9	9.5	4.9
$20,000-$24,999	12.0	14.6	9.8
$25,000-$29,999	12.6	16.9	9.3
$30,000-$39,999	18.8	19.3	18.5
$40,000-$49,999	13.6	11.1	15.3
$50,000 or More	23.3	10.8	33.3
	100.0	100.0	100.0
(N)	(2,248)	(1,012)	(1,236)

*Excludes students who chose two-year colleges
**Includes persons who attended or were graduates of technical or vocational schools
Note: Some percentage totals do not add to 100 due to rounding.

migrating college freshmen are "all academically superior" or from "well-to-do families", or that students remaining in state are "all just average", are erroneous.

STEMMING THE TIDE: WHO CAN BE RECRUITED?

In making the transition from analyzing the reasons why students leave New Jersey to assessing who can be encouraged to remain in state, the reasons why out-of-state institutions appeal to New Jersey high school seniors must be taken into account. From what we have seen thus far, it seems reasonable to conclude that many seniors who choose collegiate institutions in other states have good reason for doing so. They are students who want to go to a selective institution or are interested in the college for a variety of other reasons, such as simply being located some distance from home. By looking at the number of seniors for whom each reason applies, we can begin to determine, albeit cautiously, the number of potential out-migrating freshmen who could possibly be attracted to in-state institutions. It should be noted that the following exercise is based on specific assumptions and represents judgments about the number of students who could be recruited should these assumptions be realized.

DETERMINING THE SIZE OF THE POOL

Other than the two most popular reasons of academic quality and program choice, which will be dealt with shortly, for purposes of discussion it will be assumed that all of the other first reasons represent unchangeable decisions and that they are compelling for the seniors who make them. (Undoubtedly, some proportion of students will always want to attend an

out-of-state college or university for any of the reasons listed in Table 1. For example, students are always being recruited for their athletic abilities. It seems reasonable to assume that such patterns are somewhat fixed, and can be expected to continue.) In this report these "compelling" reasons represent the decisions of 434 seniors, or 39 percent of all those with preferences for out-of-state institutions.(24) They will be included in a group which will be categorized as "persistent out-migrants" (Table 9).

The remaining seniors--those who gave the two most popular reasons for choosing out-of-state colleges--can be divided into two categories: those making informed decisions and those making less informed decisions. In the former are those seniors who gave as a reason high quality academic reputation and who chose selective institutions. There were 218 seniors for whom this was true. In addition, there were 17 who gave the educational program reason, and who, in fact, selected progams which were found at specialized institutions. In all, 235 seniors, or 21 percent, of those with out-of-state preferences can be classified as having made informed decisions regarding institutional academic quality or programmatic choice.(25) This proportion will be added to the seniors in the persistent out-migrants group.

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(24)Due to missing data, the percentage is based on 1,104 seniors with out-of-state preferences, rather than the 1,236 who are the focus of the analyses in the earlier sections of this report.

(25)See above footnote.

TABLE 9

Distribution of 1982 New Jersey High School Seniors with Out-of-State Preferences by Recruitment Status

Classification	No. of Seniors*	% "Out-of-Staters"
Persistent Out-Migrants		
"Compelling" reasons**	434	39.3
High academic quality	218	19.7
Educational program	17	1.5
High academic quality + away from home	26	2.4
Educational program + away from home	18	1.6
(Sub-total)	(713)	(64.5)
Potential New Enrollees		
High academic quality	145	13.1
Educational program***	246	22.3
(Sub-total)	(391)	(35.4)
TOTAL	1,104	100.0

*Of the 1,236 seniors who expressed a preference for an out-of-state institution 132 could not be classified by recruitment status.

**"Compelling reasons" refer to reasons other than those of academic quality and educational program.

***The figure for students in this category undoubtedly include those who make informed decisions regarding their program selection, and therefore should be viewed as an upper limit. However, as noted in footnote 10 (page 25) a quantitative determination of the number of students making such choices could not be made.

The less informed decision makers can be divided into two groups. First, there are the seniors who gave academic quality as a reason, but who chose non-selective institutions, and the seniors who chose educational programs which are also offered by New Jersey institutions.(26) Together, they comprise 35 percent of out of staters and represent the potential "new enrollees". Second, there is the group of students who can be classified as persistent out-migrants even though they made less informed decisions. Specifically, they include those who inappropriately chose an institution for reasons of academic quality or programmatic choice but also desired to get away from home. There were 44 seniors who did so, 26 for reasons of academic quality, and 18 for programmatic choice. They represent students for whom inducements to remain in state would probably be ineffective since they have given as a second or third reason for going out-of-state, getting away from home. (The data for the classification of persistent out-migrants and potential new enrollees are shown in Table 10.)

As many as 35 percent could be recruited. The proportion is not as high as previous research (most notably, the 1981 report) suggested, but nonetheless represents a very significant proportion of seniors who could be targeted for recruitment activities.(27) On the one hand the 35 percent

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(26)As stated earlier, there are probably students who appropriately chose out-of-state educational programs because they are exemplary. However, since the number of students choosing such programs could not be derived from these data, all students in this category were counted among potential enrollees.

(27)The report suggested that as many as 48 percent of out-migrating full-time first-time freshmen could possibly be recruited. However, since this statistic was based on aggregate NCES data (without a knowledge of actual student reasons for going out of state) it was considered to be speculative, and subject to further research.

TABLE 10

Academic Characteristics of 1982 New Jersey College-Bound High School Seniors Adjusted for Potential "New Enrollees"

Characteristics	(A) Seniors with In-State Preferences %	(B) New Enrollees %	(C) Adjusted Distribution* %	Difference (C-A) %
High School Grades				
Mostly A's	13.7	17.9	14.9	1.2
Mostly B's	56.7	58.2	57.1	0.4
Mostly C's	27.6	22.8	26.3	-1.3
Mostly Below C	2.0	1.0	1.7	-0.3
	100.0	100.0	100.0	
Rank in Class				
Top 20%	40.9	48.0	42.8	1.9
Second 20%	26.9	24.3	26.2	-0.7
Middle 20%	21.1	20.0	20.8	-0.3
Fourth 20%	8.7	6.4	8.1	-0.6
Lowest 20%	2.4	1.3	2.1	-0.3
	100.0	100.0	100.0	
SAT Math Score				
600 or Above	13.1	18.1	14.5	1.4
500-599	26.3	37.8	29.5	3.2
400-499	36.1	32.5	35.1	-1.0
399 or Below	24.5	11.5	20.9	-3.6
	100.0	100.0	100.0	
SAT Verbal Score				
600 or Above	7.5	7.8	7.6	0.1
500-599	20.2	32.6	23.7	3.5
400-499	41.4	43.3	42.0	-0.6
399 or Below	30.9	16.2	26.7	-4.2
	100.0	100.0	100.0	
(N)	(1,012)	(391)	(1,403)	

*Combined profile of seniors with in-state preferences (column A) and new enrollees (column B).

Note: Some percentage totals do not add to 100 due to rounding.

could be viewed as an upper limit, since some of the seniors from this group could still hold fast to their preferences for out-of-state institutions. On the other hand, there is the possiblity that recruitment activities would also attract some members of the persistent out-migrants group, thereby causing the 35 percent to be viewed as a lower limit.

IMPLICATIONS FOR STUDENT OUT-MIGRATION

The nearly 27,000 full-time first-time freshmen who leave the state annually represent close to 40 percent of freshmen who are New Jersey residents attending college each year. The survey data suggest that possibly 35 percent of this number could be induced to remain in state.[28] If this level of recruitment were actually reached, an additional 9,450 freshmen could be entering the state system each year.

In the 1981 study on freshman out-migration, it was demonstrated that attracting new students would have a positive impact on systemwide enrollment. Specifically, it was seen that retaining between 3,200 and 6,500 freshmen would result in a stable system; i.e., over the long term, a neg-

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(28) Conceivably, some students may not be admitted to New Jersey colleges because of their low academic profiles. However, as is demonstrated in Table 10, the profile of potential enrollees is higher than that of seniors with in-state preferences and, in fact, is higher than that of freshmen who were admitted to public senior institutions in fall 1982. For example, 18 percent of freshmen who were admitted to Rutgers in 1982 had SAT verbal scores below 400, and 11 percent had math scores at this level. Analogously, 40 percent of freshmen who were admitted to the eight state colleges in 1982 had SAT verbal scores below 400, and 29 percent, math scores at this level. Only 12 percent of potential enrollees, however, had verbal scores which were below 400, with 16 percent having math scores below 400 on the SAT. Thus, it can be concluded that most of the potential enrollees would have no difficulty in being accepted to Rutgers or a state college.

ligible decline in enrollments would occur. Therefore, recruiting more than 9,000 freshmen who would otherwise enroll in colleges outside of New Jersey would result in a systemwide increase in enrollment.

IMPLICATIONS FOR ACADEMIC EXCELLENCE

Systemwide enrollment is but one positive outcome of successfully recruiting potential out-migrating freshmen. The other is its effect on improving the academic profile of freshmen who would enter the system. As seen in Table 10, this group of potential freshmen would contribute favorably to the overall distribution of students on various academic indices. For example, the proportion of students ranked in the top 20 percent of their class and those scoring above 600 on the SAT would increase by almost two percentage points.

CONCLUSIONS

This report examined the phenomenon of student out-migration focusing principally on reasons why students leave New Jersey each year to attend collegiate institutions in other states. The analysis was based on a 1982 survey of New Jersey high school seniors which gathered information on their top three college choices (both in New Jersey and out of state), the reasons for the selections, and the academic and demographic characteristics of survey respondents.

The data showed that a significant proportion of seniors chose colleges and universities in other states because they are perceived as being of high academic quality. Also, many seniors chose out-of-state institutions for specific educational programs, obstensibly for reasons of qual-

ity. The findings clearly indicated, that in reality, many of the institutions and programs selected by seniors are not dissimilar, either in terms of overall quality or programmatic offerings, from New Jersey's colleges and universities.

Seniors who indicated a preference for colleges in other states for reasons of institutional quality fell within two groups: those who made informed decisions regarding quality (i.e., they chose an institution for this reason and the institution was in fact selective in terms of the type of students who attend), and those who made less informed decisions. The difference in behavior between the two groups extended to the formation of opinions regarding academic quality, i.e., they relied on different sources of information to help them formulate their opinions.

Despite the fact that academic quality was the most common reason cited for leaving the state, the seniors who expressed this desire did not comprise a homogeneous group. Overall, students who indicated a preference for an out-of-state institution were as diverse as those who wished to remain in state, both academically and in terms of their socioeconomic backgrounds.

It was found that possibly 35 percent of out-migrating freshmen who leave New Jersey each year could be recruited to in-state institutions. Included in this group were those who made less informed decisions regarding institutional quality and those who chose programs which are offered by New Jersey's own colleges. Since these students exhibited a range of academic achievement, recruiting such a large proportion of students could result in improving the profile of New Jersey freshmen entering college each year.

There was also indication that information about New Jersey's colleges and universities should be disseminated to a larger audience and not merely to high school seniors. The findings suggested that particular attention should be given to high school teachers, counselors, and parents.

As a result of these findings, a number of activities aimed toward reducing the number of out-migrating New Jersey freshmen are recommended. They include, though are not necessarily limited to, the following:

1. The Board of Higher Education should consider the establishment of enrichment funding for programs and/or institutions, in both the public and private sectors, designed to attract the state's top high school students. The goal of this approach would be to upgrade the selected programs and/or institutions so that they rank among the very best in the country. The programs selected may be required to become more highly selective in their admissions criteria.

2. A general public awareness campaign promoting the state's collegiate institutions should be undertaken.

3. Special emphasis on dissemination of information to teachers, counselors, and parents should be encouraged. To the extent possible, a media campaign geared toward presenting a view of the positive outcomes (academic as well as financial) of educating a student in state should be highlighted.

4. The Department of Higher Education should evaluate the program of merit-based scholarships to determine the extent to which the

availability of such funds contributes to both the improvement of the academic profile of freshmen entering the state's colleges and universities, and the reduction of student out-migration.

5. The Department of Higher Education should conduct a longitudinal study of a sample of the 1982 high school survey participants in order to determine what proportion of them return to New Jersey during their undergraduate career or after they have completed college.

APPENDIX

APPENDIX A: STUDY DESIGN AND SAMPLING PROCEDURES

STUDY DESIGN

The survey of high school seniors required the cooperation of the New Jersey Department of Education and local school districts for public school students, of the diocesan school superintendents and principals for students attending Catholic parochial schools, and of the principals of non-parochial private high schools.

All questionnaires were self administered by the seniors. In order to ensure accuracy of the self-reported data dealing with grade point average, rank in class, and SAT scores, guidance counselors or other designated staff were asked to verify the responses and make any necessary corrections directly on the students' forms.

SAMPLING PROCEDURES

Public School Seniors

Public school seniors were systematically sampled[1] from a computerized list of student names provided by the New Jersey Department of Education. The source of the listing was the New Jersey Minimum Basic Skills

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(1) Systematic sampling involves choosing from a list every Kth element for inclusion in a sample. For example, if a list contains 1,000 names and what is desired is a sample of 100, every tenth name would be selected. The only stipulation in using this technique is that the first case must be randomly selected.

Test (MBST) which students took as juniors. It was estimated that the list contained 96 percent of the seniors enrolled in public schools in fall 1981.[2] Precautions were taken to ensure that there were no systematic biases in the arrangement of names on the list (e.g. ranking by MBS test scores or sex), so that the sample's randomness would not be compromised.

Since it was estimated that 52 percent of all public high school seniors intend to go to college,[3] the size of the initial sample was calculated to be approximately 5,000 seniors, to produce a sample size large enough for conducting detailed multivariate analyses involving the dependent variable of college locational choice (i.e., in-state or out-of-state). The random list of names yielded 5,387 seniors, with an average of 16 being selected per high school.

Private School Seniors

A list of student names from which a random sample could be drawn could not be provided for private high school seniors. Thus, it was necessary to sample entire schools. A sampling frame was developed consisting of all private schools in the state grouped according to three characteristics: location, size, and type (co-educational or single sex). Since nearly 83 percent of private high school students in New Jersey attend Catholic Schools, these schools comprised the majority of all schools used in the frame. The sampling frame yielded 13 schools and 1,118 seniors.

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(2)Students who did not take the MBST because they were absent or non residents at the time, or those who dropped out of school between the time they took the MBST and when the questionnaires were mailed, along with students who were no longer New Jersey residents by May 1982, accounted for the other four percent.

(3)New Jersey Statewide Plan for Higher Education, 1981.

RESPONSE RATES AND RELIABILITY

Of the 6,505 questionnaires (5,387 to publics and 1,118 to privates) which were sent to schools for seniors to complete, 5,063 or 78 percent of them were returned completed. This exceptionally high rate of response was due in large part to the procedure employed for the public sector, i.e., sampling students within schools rather than sampling entire schools. Overall, the response rate was 80 percent for publics (4,335 of 5,387 mailed), and 65 percent for privates (728 of 1,118 mailed).

The 4,335 responses from public high school seniors accounted for approximately 86 percent of the responses, and the 728 private school respondents, 14 percent. This distribution reflects the enrollment distribution by sector of high school seniors in New Jersey. Comparisons of sample versus total population characteristics using known population parameters (e.g., total number of seniors enrolled by race/ethnicity and sex) could not be obtained for the private school sub-sample. Some comparisons for the public school seniors are provided below. All differences were significant below the .01 level, meaning that the chances of obtaining a sample distribution different from the one observed are less than 1 in 100. Therefore, we can conclude that the data obtained from the sample of public high school seniors is representative of the total population from which it is drawn.

	1982 Graduates*	Sample
TOTAL	93,750	4,335
White	81.1	82.7
Black	13.1	11.8
Hispanic	4.8	3.9
Other	1.0	1.5
Male	49.3	48.9
Female	50.7	51.1

*Source: NJ Department of Education Vital Educational Statistics 1982-83 Volume I, Table XV.

APPENDIX B: COMPARISON OF SURVEY AND 1981 NCES DATA

DISTRIBUTION BY SECTOR AND INSTITUTIONAL CONTROL

Respondents to the survey of high school seniors who expressed a preference for an out-of-state institution were distributed among collegiate sectors in a pattern nearly similar to that found in the most recent collegiate data on out-migration. As seen in Appendix C, Table 1, one-half of 1982 high school seniors chose as their first choice out-of-state institution a university, compared with the 42 percent of actual 1981 out-migrants. Further, the number of respondents expressing a preference for a two-year out-of-state college was only 4 percent, compared with the 9 percent for 1981 out-migrants. However, the proportion (46 percent) of respondents who expressed a preference for four-year out-of-state institutions and the proportion (49 percent) of 1981 full-time first-time freshmen out-migrants who attended such institutions were similar. It is also noteworthy that 67 percent of 1982 seniors chose private institutions (71 percent of 1981 out-migrating freshmen did so) compared with the 33 percent choosing public institutions.

STATES AND INSTITUTIONS OF CHOICE

The most recent data on out-migrating full-time first-time freshmen showed that 80 percent of them attended college in 10 states and the District of Columbia. As seen in Appendix C, Table 2, high school seniors

with out-of-state college preferences distributed themselves in a similar manner. Of the 1,225 seniors for whom the location of the first choice out-of-state college was identified, nearly 30 percent chose a college in Pennsylvania, followed by New York with 15 percent. Although the relative ranking of some states for the seniors was different from that of 1981 out-migrants, these states accounted for the overwhelming majority of all first-choice institutions.

Data on institutions which out-migrating freshmen attended in 1981 showed that few of them attracted more than 100 or more students. Traditionally, the University of Delaware has drawn the largest number of these students (595 freshmen in 1981). Overall, 53 institutions(4) in 1981 accounted for 34 percent of out-migrating freshmen. As seen in Appendix C, Table 3, these 53 institutions accounted for 30 percent of all first choice colleges and universities among high school seniors who expressed for an out-of-state institution.

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(4)These institutions were chosen on the basis of 1979 data on out-migration and cited in Out-Migration of New Jersey Full-Time First-Time Freshmen, 1979: Analysis and Recommendations p. 18.

APPENDIX C: Appendix Tables

Appendix C

Table 1

1982 New Jersey College-Bound High School Seniors with Out-of-State Preferences and 1981 Full-Time First-Time Freshmen Out-migrants by Sector and Institutional Control

	1982 N.J. High School Seniors with Out-of-State Preferences**		1981 FTFTF Out-Migrants*	
	#	%	#	%
Universities				
Public	207	(17.3)	4,397	(16.1)
Private	393	(32.7)	7,186	(26.3)
Sub-Total	600	(50.0)	11,583	(42.4)
Four-Year Colleges				
Public	174	(14.5)	2,674	(9.8)
Private	376	(31.3)	10,647	(39.0)
Sub-Total	550	(45.8)	13,321	(48.8)
Two-Year Colleges				
Public	17	(1.4)	774	(2.8)
Private	33	(2.8)	1,635	(6.0)
Sub-Total	50	(4.2)	2,409	(8.8)
TOTAL	1,200	(100.0)	27,313	(100.0)

*Source: NCES, "Residence and Migration of College Students, Fall 1981", unpublished data.

**Distribution based on 1,236 high school seniors who expressed a preference for an out-of-state insitution. Total adjusted for missing or incomplete data.

Appendix C

Table 2

1982 New Jersey College-Bound High School Seniors with Out-of-State Preferences and 1981 Full-Time First-Time Freshmen Out-Migrants by State of Choice

State	1982 N.J. High School Seniors with Out-of-State Preferences**		1981 FTFTF Out-Migrants*	
	#	%	#	%
Pennsylvania	362	(29.5)	7,646	(28.0)
New York	179	(14.6)	4,936	(18.1)
Massachusetts	110	(9.0)	2,305	(8.4)
Virginia	66	(5.4)	1,207	(4.4)
Florida	42	(3.4)	966	(3.9)
Delaware	46	(3.8)	911	(3.3)
Maryland	40	(3.3)	705	(2.6)
North Carolina	48	(3.9)	821	(3.0)
Connecticut	41	(3.3)	1,054	(3.9)
Ohio	28	(2.3)	704	(2.5)
District of Columbia	34	(2.8)	711	(2.6)
Sub-Total	996	(81.3)	21,966	(80.4)
Remaining States and Territories	229	(18.7)	5,347	(19.6)
TOTAL	1,225	(100.0)	27,313	(100.0)

*Source: NCES, "Residence and Migration of College Students, Fall 1981", unpublished data.

**Distribution based on 1,236 high school seniors who expressed a preference for an out-of-state institution. Total adjusted for missing or incomplete data.

Appendix C

Table 3

Selected Out-of-State Colleges and Universities Chosen by 1982 New Jersey College-Bound High School Seniors and Attended by 1981 Full-Time First-Time Freshmen Out-Migrants

Institution	State	1982 N.J. High School Seniors with Out-of-State Preferences**		1981 FTFTF Out-Migrants Enrolled*	
		#	%	#	%
University of Delaware	Del.	34	2.8	595	2.2
Villanova University	Pa.	20	1.6	327	1.2
Boston University	Mass.	11	0.9	378	1.4
Drexel University	Pa.	22	1.8	354	1.3
Syracuse University-Main	N.Y.	17	1.4	393	1.4
University of Pennsylvania	Pa.	23	1.9	286	1.0
University of Maryland-College Park	Md.	10	0.8	184	0.7
Lehigh University	Pa.	12	1.0	321	1.2
Pennsylvania State-Main	Pa.	17	1.4	277	1.0
University of Hartford	Conn.	7	0.6	267	1.0
Cornell University Endowed Colleges	N.Y.	11	0.9	200	0.7
Lafayette College	Pa.	9	0.7	178	0.7
Ithaca College	N.Y.	4	0.3	196	0.7
Bucknell University	Pa.	16	1.3	191	0.7
Temple University	Pa.	15	1.2	208	0.8
Northeastern University	Mass.	14	1.1	185	0.7
University of Miami	Fla.	3	0.2	75	0.3
Gettysburg College	Pa.	7	0.6	178	0.7
Boston College	Mass.	8	0.7	156	0.6
West Chester State College	Pa.	15	1.2	197	0.7
Georgetown University	D.C.	13	1.1	130	0.5
University of Scranton	Pa.	3	0.2	164	0.6
Muhlenberg College	Pa.	8	0.6	172	0.6
George Washington University	D.C.	8	0.6	166	0.6
West Virginia University	W. Va.	3	0.2	140	0.5
Fashion Institute of Technology	N.Y.	12	1.0	157	0.6
New York University	N.Y.	7	0.6	181	0.7
Columbia University-Main	N.Y.	4	0.3	125	0.5
Widener College (Widener U.)	Pa.	6	0.5	123	0.5
University of S.C. (Columbia)	S.C.	3	0.2	83	0.3
East Stroudsburg State College	Pa.	11	0.9	159	0.6
Johnson & Wales College	R.I.	6	0.5	145	0.5
Virginia Poly Institute	Va.	5	0.4	124	0.4
American University	D.C.	6	0.5	121	0.4
Fordham University	N.Y.	8	0.7	135	0.5
St. Joseph's University	Pa.	12	1.0	136	0.5
Moravian College	Pa.	5	0.4	139	0.5
Franklin & Marshall	Pa.	4	0.3	124	0.4
Lynchburg College	Va.	4	0.3	107	0.4
Albright College	Pa.	4	0.3	136	0.5
Howard University	D.C.	4	0.3	118	0.4
Rochester Institute of Technology	N.Y.	5	0.4	116	0.4
Brown University	R.I.	10	0.8	83	0.3
U. Vermont & State Agr. College	Vt.	3	0.2	118	0.4
Delaware Vly College Sci. & Agr.	Pa.	3	0.2	106	0.4
Dickinson College	Pa.	3	0.2	117	0.4
Kutztown State College	Pa.	12	1.0	151	0.5
LaSalle College	Pa.	10	0.8	134	0.5
University of Virginia-Main	Va.	11	0.9	102	0.4
Rensselaer Poly. Institute	N.Y.	7	0.6	103	0.4
Wesley College	Del.	5	0.4	85	0.3
University of Rochester	N.Y.	1	0.1	93	0.3
U.S. Naval Academy	Md.	1	0.1	81	0.3
Sub-total (% of Total)		482	(39.0)	9,320	(34.1)
Remaining Institutions (% of Total)		753	(61.0)	17,993	(65.9)
TOTAL		1,236	(100.0)	27,313	(100.0)

*Source: NCES, "Residence and Migration of College Students, Fall 1981", unpublished data.

**Distribution based on 1,236 high school seniors who expressed a preference for an out-of-state institution. Total adjusted for missing or incomplete data.

Appendix C

Table 4

"High Draw"* Out-of-State Institutions Chosen by 1982 New Jersey College-Bound High School Seniors by Degree of Selectivity

Institution	State	Barron's Index
Albright College	Penna.	3
American University	Wash., DC	4
Boston College	Mass.	3
Boston University	Mass.	3
Brown University	R.I.	1
Bucknell University	Penna.	3
Columbia University - Main	N.Y.	1
Cornell Endowed Campus	N.Y.	2
Delaware Vly College Sci. Agr.	Penna.	4
Dickinson College	Penna.	3
Drexel University	Penna.	3
East Stroudsburg State	Penna.	4
Fashion Institute of Technology	N.Y.	-
Fordham University	N.Y.	4
Franklin & Marshall	Penna.	3
George Washington University	Wash., DC	4
Georgetown University	Wash., DC	3
Gettysburg College	Penna.	4
Howard University	Wash., DC	4
Ithaca College	N.Y.	4
Johnson & Wales College	R.I.	-
Kutztown State College	Penna.	4
Lafayette College	Penna.	3
LaSalle College	Penna.	4
Lehigh University	Penna.	2
Lynchburg College	Va.	4
Moravian College	Penna.	4
Muhlenberg College	Penna.	3
New York University	N.Y.	3
Northeastern University	Mass.	4
Pennsylvania State - Main	Penna.	4
Rensselaer Poly Institute	N.Y.	2
Rochester Institute of Technology	N.Y.	4
St. Joseph's University	Penna.	3
Syracuse University - Main	N.Y.	3
Temple University	Penna.	4
United States Naval Academy	Md.	2
University of Delaware	Del.	4
University of Hartford	Conn.	4
University of Maryland - College Park	Md.	4
University of Miami	Fla.	4
University of Pennsylvania	Penna.	2
University of Rochester	N.Y.	3
University of Scranton	Penna.	4
University of South Carolina (Columbia)	S.C.	4
U. Vermont & State Agr. College	Vt.	4
University of Virginia - Main	Va.	2
Villanova University	Penna.	4
Virginia Poly Institute	Va.	3
Wesley College	Del.	-
West Chester State College	Penna.	4
West Virginia University	W. Va.	4
Widner College (Widner U.)	Penna.	4

*High draw refers to institutions which annually attract 100 or more New Jersey full-time first-time freshmen.

Appendix C

Table 5

Other Out-of State Institution* Chosen by 1982 New Jersey College-Bound High School Seniors by Degree of Selectivity

College	State	Barron's Index
Arizona State University	Ariz	4
Barnard College	N.Y.	-
Belmont-Abbey College	N.C.	5
Berklee College of Music	Mass.	-
Berkley-Claremont Sch. of N.Y. City	N.Y.	-
Brandeis University	Mass.	1
Brandywine College of Widener	Del.	-
Bryrant College of Business Admin.	R.I.	4
Carnegie Mellon University	Penna.	2
Catholic University Amercia	Wash.	4
Cedar Crest College	Penna.	4
Cheyney State College	Penna.	5
Clemson University	S.C.	4
Colgate University	N.Y.	2
College of Boca Raton	Fla.	-
College of William & Mary	Va.	3
Culinary Institute of America	N.Y.	-
Dartmouth College	N.H.	1
Duke University	N.C.	2
Dusquesne University	Penna.	4
East Carolina University	N.C.	4
Elizabethtown College	Penna.	4
Emory University	Ga.	3
Emry-Riddle Aironautical University	Fla.	5
Fairfield University	Conn.	3
Florida Institute of Technology	Fla.	4
Franklin Pierce College	N.H.	5
Georgia Institute of Technology	Ga.	5
Hampton Institute	Va.	5
Harvard University	Mass.	1
Indiana University at Bloomington	Ind.	4
James Madison University	Va.	4
John Hopkins University	Md.	1
Katherine Gibbs School	N.Y.	-
King's College	N.Y.	4
King's College	Penna.	4
Laboratory Institute of Merchandising	N.Y.	-
Lock Haven State College	Penna.	4
Long Island University C.W. Post Center	N.Y.	4
Lycoming College	Ohio	4
Manhattan College	N.Y.	4
Marywood College	Penna.	4
Massachusetts Institute of Technology	Mas.	-
Miami-Dade Community College	FLa.	-
Michigan State University	Mich.	4
Middlebury College	Vt.	2
Mount St. Mary's College	Md	5
New England College	N.H.	5
North Carolina State at Raleigh	N.C.	-
Northwestern University	ILL.	2
Ohio University, Main Campus	Ohio	5
Ohio Wesleyan University	Ohio	4
Old Dominion University	Va.	4
Pace University	N.Y.	4
Pace Univ. Olsville-Braircliff Campus	N.Y.	-
Paul Smith's College of Arts & Sciences	N.Y.	-
Philadelphia College of Pharmacy & Sci.	Penna.	4
Pierce-Junior College	Penna.	-
Pratt Institute	N.Y.	4
Providence College	R.I.	4
Purdue University, Main Campus	Ind.	4
Quinnipiac College	Conn.	5
Saint Bonaventure University	N.Y.	4
Saint Francis College	Penna.	4
Saint John's University	N.Y.	4
Saint Leo College	Fla.	5
School of Visual Arts	N.Y.	-
Skidmore College	N.Y.	4
Slippery Rock State College	Penna.	4
Smith College	Mass.	2
Springfield College	Mass.	4
Tufts University	Mass.	2
Tulane University of Louisiana	La.	3
United States Military Academy	N.Y.	2

*Institutions which annually attract 50 to 99 New Jersey full-time first-time freshmen.

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Table 5 (Continued)

College	State	Barron's Index
University of Arizona	Ariz.	4
University of Bridgeport	Conn.	4
University of Colorado, at Boulder	Colo.	4
University of Dayton	Ohio	4
University of Denver	Colo.	3
University of Mass. Amherst Campus	Mass.	3
University of Michigan, Ann Arbor	Mich.	4
University of New Hampshire	N.H.	4
Univ. of New Hampshire-Keene State Collge	N.H.	3
University of Notre Dame	Ind.	4
University of Rhode Island	R.I.	4
University of Richmond	Va.	5
University of South Florida	Fla.	5
University of Tampa	Fla.	3
Ursinus College	Penna.	5
Virginia State University	Va.	4
Wagner College	N.Y.	3
Wake Forest University	N.C.	2
Washington University	Mo.	4
West Virginia Wesleyan University	W.Va.	5
Western New England College	Mass.	4
Wittenburg University	Ohio	4
Wilkes College	Penna.	1
Yale University	Conn.	5
York College of Pennsylvania	Penna.	

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Table 6

New Jersey Senior Institutions
by Degree of Selectivity

	Barron's Index
State College	
Glassboro State College	4
Jersey City State College	4
Kean College of New Jersey	5
Montclair State College	4
Ramapo College of New Jersey	4
Stockton State College	4
Trenton State College	4
William Paterson College of N.J.	4
Rutgers University	
Camden College of Arts and Sciences	4
Newark College of Arts and Sciences	4
College of Nursing - Newark	3
Cook College	3
Douglass College	4
Livingston College	4
College of Engineering	3**
College of Pharmacy	3**
Rutgers College - New Brunswick	4
Mason Gross School of Arts	-
Other Public Universities	
N.J.I.T.	3
Independent Colleges and Universities	
Beth Medrash College	-
Centenary College	5
College of St. Elizabeth	4
Don Bosco College	-
Drew University	3
Fairleigh Dickinson University	4
Felician College	5
Georgian Court College	5
Monmouth College	5
Northeastern Bible College	-
Princeton University	1
Rabbinical College of America	-
Rider College	4
St. Peter's College	4
Seton Hall University	4
Stevens Institute of Technology	2
Upsala College	4
Westminster Choir College	-

** Indicates colleges for which no published Barron's rankings were given. They were assigned rankings based on SAT and class rank data submitted to DHE by the college.

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Table 7

"High Draw"* Institutions Chosen by 1982 New Jersey College-Bound High School Seniors Who Cited "Educational Program" As a First Reason for Selecting An Out-of-State Institution

Institution	State	% of Seniors Choosing Educational Program Reason (N=289)
Albright College	Penna.	0.3
American University	Wash., DC	1.0
Boston College	Mass.	0.7
Boston University	Mass.	0.7
Brown University	R.I.	0.3
Bucknell University	Penna.	1.4
Cornell Endowed Campus	N.Y.	0.7
East Stroudsburg	Penna.	1.0
Fashion Institute of Technology	N.Y.	1.4
Fordham University	N.Y.	0.3
Georgetown University	Wash., DC	1.0
Howard University	Wash., DC	0.7
Ithaca College	N.Y.	0.7
Johnson & Wales College	R.I.	1.0
Kutztown State	Penna.	2.1
Lafayette College	Penna.	0.7
Lehigh University	Penna.	1.7
Moravian College	Penna.	0.3
Muhlenberg College	Penna.	0.3
New York University	N.Y.	0.7
Northeastern University	Mass.	3.1
Pennsylvania State - Main	Penna.	1.0
Rensselaer Poly. Institute	N.Y.	0.3
Rochester Institute of Technology	N.Y.	0.3
St. Joseph's University	Penna.	1.0
Syracuse University - Main	N.Y.	2.8
Temple University	Penna.	1.0
University of Delaware	Del.	2.1
University of Hartford	Conn.	1.0
University of Maryland - College Park	Md.	1.0
University of Pennsylvania	Penna.	0.7
University of Virginia - Main	Va.	1.0
Villanova University	Penna.	2.4
Wesley College	Del.	1.4
Sub-total		42.9
Remaining Institutions chosen for Educational Program		57.1
TOTAL		100.0

*Thirty-four of the 53 "high draw" institutions were chosen for educational program and are listed here.

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Table 8

Average Annual Out-of-State Full-Time Undergraduate Tuition and Required Fees for Selected States (1982)*

	University		4-Yr. Colleges		2-Yr. Colleges	
	Public	Private	Public	Private	Public	Private
Pennsylvania	$4,167	$5,542	$3,037	$4,857	$3,819	$3,059
New York	2,288	5,515	1,828	4,213	1,823	3,551
Massachusetts	3,869	6,572	2,838	5,652	2,183	4,062
Virginia	2,884	--	2,323	4,435	2,298	3,975
Florida	2,776	3,607	2,666	3,312	1,077	3,857
Delaware	3,557	--	1,600	3,683	1,177	3,600
Maryland	2,907	4,422	2,281	4,922	2,287	--
North Carolina	2,514	5,584	2,337	3,300	612	2,706
Conneticut	4,305	7,..	1,931	5,182	1,354	4,377
Ohio	3,347	5,292	3,112	4,709	1,240	2,664
Washington, DC	--	4,624	1,614	4,044	--	--
N.J. In-State	$1,616	$6,438	$1,161	$4,182	$ 669	$2,591

Source: "College Costs: Basic Student Charges, 1982-83" NCES monograph.

*The average tuition and fees for each state are based only on those colleges which enroll New Jersey full-time first-time freshmen. They do not reflect the average for all colleges in each state system.

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Table 9

Academic Characteristics of 1982 New Jersey College-Bound High School Seniors with In-State Preferences by Sector

Characteristic	Rutgers %	UMDNJ/ NJIT %	State Colleges %	Community Colleges %	Independents %
High School Grades					
Mostly A's	19.0	15.4	6.0	3.1	17.7
Mostly B's	62.1	56.4	50.9	37.3	58.0
Mostly C's	17.4	28.2	40.0	50.1	22.9
Mostly Below C	1.4	0.0	3.2	9.5	1.3
Rank in Class					
Top 20%	57.4	51.3	22.8	12.9	42.5
Second 20%	24.0	12.8	31.0	21.6	27.1
Middle 20%	13.1	25.6	29.9	39.4	18.6
Fourth 20%	4.3	10.3	13.7	18.1	7.7
Lowest 20%	1.1	0.0	2.5	7.9	4.1
SAT Math Score					
600 or Above	21.7	40.0	2.7	3.5	12.2
500-599	36.1	20.0	18.8	11.1	24.3
400-499	30.6	17.1	42.8	42.1	36.5
399 or Below	11.6	22.9	35.7	43.3	27.0
SAT Verbal Score					
600 or Above	12.2	2.8	1.1	2.0	11.3
500-599	31.2	17.1	11.3	10.1	18.0
400-499	39.4	51.5	45.7	39.7	36.1
399 or Below	17.2	28.6	41.8	48.2	34.7
(N)	(357)	(39)	(383)	(421)	(233)

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Table 10

Socioeconomic Characteristics of 1982 New Jersey College-Bound High School Seniors Who Gave as a First Reason for Selecting an Out-of-State Institution "High Quality Academic Reputation"

Characteristic	Selective	Non-Selective	Total
Father's Education			
Non high school graduate	--	--	--
High school graduate	40.6	59.4	100.0
Vocational or some college	54.7	45.3	100.0
College graduate	53.7	46.3	100.0
Graduate or professional school	71.3	28.7	100.0
Mother's Education			
Non high school graduate	--	--	100.0
High school graduate	49.6	50.4	100.0
Vocational or some college	58.9	41.1	100.0
College graduate	60.2	39.8	100.0
Graduate or professional school	69.6	30.4	100.0
Family Income			
Less than $20,000	53.1	46.9	100.0
$20,000-$29,999	45.2	54.8	100.0
$30,000 or Above	59.9	40.1	100.0

--Fewer than 25 cases in category

APPENDIX D: Senior Questionnaire

WE HOPE YOU WILL ANSWER EVERY QUESTION. IF THERE IS ANY QUESTION YOU DO NOT WISH TO ANSWER FOR ANY REASON, JUST LEAVE IT BLANK.

1. When do you expect to graduate from high school? (CHECK ONE)

____1. Now through June 1982

____2. July or August 1982

____3. September through December 1982

____4. After January 1983

____5. I do not expect to graduate

2. Which of the following best describes the program you are in at this school? (CHECK ONE)

____1. General

____2. Academic or College Preparatory

____3. Vocational or Occupational

____4. Business/Office

3. Which of the following best describes your grades? (CHECK ONE)

____1. Mostly A (90-100)

____2. Some A's some B's (85-89)

____3. Mostly B (80-84)

____4. Some B's some C's (75-79)

____5. Mostly C (70-74)

____6. Some C's some D's (65-69)

____7. Mostly D (60-64)

____8. Mostly below D (below 60)

4. Please indicate your academic rank in the senior class: (CHECK ONE)

____1. Top 10%

____2. Second 10%

____3. Second 20%

____4. Middle 20%

____5. Fourth 20%

____6. Lowest 20%

5. Have you ever taken the Scholastic Aptitude Test (SAT)? (CHECK ONE)

___1. Yes (GO TO QUESTION 5a.)

___2. No
___3. Don't know
} GO TO QUESTION 6

5a. If yes, what were your highest (if taken more than once) scores?

1) In Math? (CHECK ONE)

___1. 349 or Below
___2. 350-399
___3. 400-449
___4. 450-499
___5. 500-549
___6. 550-599
___7. 600-649
___8. 650 or Above

2) In Verbal? (CHECK ONE)

___1. 349 or Below
___2. 350-399
___3. 400-449
___4. 450-499
___5. 500-549
___6. 550-599
___7. 600-649
___8. 650 or Above

6. Have you ever taken the American College Testing Program (ACT) assessment? (CHECK ONE)

___1. Yes (GO TO QUESTION 6a.)

___2. No
___3. Don't know
} GO TO QUESTION 7

6a. If yes, what was your highest (if taken more than once) composite score? (CHECK ONE)

___1. 15 or Below
___2. 16-19
___3. 20-23
___4. 24-27
___5. 28-31
___6. 32-36

7. Please indicate the number of years including this year, that you have studied the following high school subjects: (GIVE A NUMBER FROM 0 TO 5 FOR EACH SUBJECT)

a. English ___years
b. Algebra ___years
c. Geometry ___years
d. Calculus/Trigonometry ___years
e. Computer Science ___years
f. Foreign Languages ___years
g. History/Social Studies ___years
h. Biology ___years
i. Chemistry ___years
j. Physics ___years

8. If things work out the way you expect them to, what do you think you will be doing in September? I will be: (CHECK ALL THAT APPLY)

____1. Attending college full-time
____2. Attending college part-time
____3. Attending vocational school
____4. Working in a full-time job
____5. In the military
____6. Taking a break
____7. Other (please specify)

_____

IF YOU PLACED AN "X" by 8-1 or 8-2 PLEASE ANSWER QUESTIONS 9 to 18. OTHERWISE, GO TO QUESTION 19 on PAGE 8.

9. Have you applied to one or more colleges or universities in New Jersey? (CHECK ONE)

____1. Yes (GO TO QUESTION 10)
____2. No (GO TO QUESTION 13 ON PAGE 5 AFTER YOU ANSWER QUESTION 9a. BELOW)

9a. If no, please describe in your own words the reason(s) for not selecting a college in New Jersey. Please be as detailed as possible.

_____

_____

_____

_____

_____

10. Please indicate the types of colleges and universities you have applied to in New Jersey. (CHECK ALL THAT APPLY)

____1. County Community College (2 year)
____2. Public 4-year college (State College)
____3. Rutgers, The State University
____4. New Jersey Institute of Technology (NJIT)
____5. Private or non-state supported college or university

OF THE COLLEGES IN NEW JERSEY TO WHICH YOU APPLIED, PLEASE NAME YOUR FIRST, SECOND, AND THIRD CHOICES. THEN FOR EACH SCHOOL NAMED, PLEASE GIVE THE THREE MOST IMPORTANT REASONS WHY YOU CHOSE TO APPLY TO EACH SCHOOL. USE THE LIST OF REASONS GIVEN BELOW AND PLACE THE NUMBER OF THE REASON FOR EACH CHOICE IN THE APPROPRIATE SPACE.

11. Colleges and Universities which I applied to in New Jersey and reasons for applying: (LIST FIRST THREE CHOICES AND REASONS)

Choices	Reasons for Applying
1. _____	a.____ b.____ c.____
2. _____	a.____ b.____ c.____
3. _____	a.____ b.____ c.____

List of Reasons

1. Low tuition and other costs (such as room, board and student fees)
2. Availability of financial aid which covers all of the tuition, fees, room and board costs
3. Availability of financial aid which covers some of the tuition, fees, room and board costs
4. Availability of a particular educational program. Please specify:

   _____
5. High quality academic reputation
6. Not too strict admission standards
7. The college recruited me because of my particular achievements:

   Please specify (for example, athletics, scholastics, etc.) _____
8. Near Home
9. Away from home
10. Generally desirable location (mountains, the shore, rural area, etc.)
11. Athletic reputation
12. Religious affiliation
13. Historically black institution
14. Private institution
15. All male or all female school
16. Received information about the college (such as brochures, letters, etc.) which was impressive
17. Small school
18. Large school
19. Friends or classmates attend or plan to attend
20. Parent(s) attended
21. Brother(s) or sister(s) attend or did attend
22. Recommended by teacher or counselor
23. Other reason(s) - please write in your reason(s) if not 1 through 22 above.

_____

_____

_____

_____

12. Of the New Jersey colleges and universities to which you applied and were accepted, which one do you expect to attend?

_____

12a. If this institution is not your first choice, why do you not expect to attend your first choice college or university? (CHECK ONE)

____1. I was not accepted to my first choice

____2. I was accepted to my first choice but did not receive adequate financial aid

____3. I really prefer an out-of-state college

____4. Other (specify) _____

13. Have you applied to one or more colleges or universities in another state? (CHECK ONE)

____1. Yes

____2. No (GO TO QUESTION 17 ON PAGE 7)

14. Please indicate the types of colleges and universities you have applied to in other states. (CHECK ALL THAT APPLY)

____1. Out-of-State (2 year) Community College

____2. Out-of-State Four-Year College

____3. Out-of-State State University

____4. Out-of-State Private College

____5. Out-of-State Private University

OF THE COLLEGES AND UNIVERSITIES IN ANOTHER STATE TO WHICH YOU APPLIED, PLEASE NAME YOUR FIRST, SECOND, AND THIRD CHOICES. THEN FOR EACH SCHOOL NAMED, PLEASE GIVE THE THREE MOST IMPORTANT REASONS WHY YOU CHOSE TO APPLY. USE THE LIST OF REASONS GIVEN BELOW AND PLACE THE NUMBER OF THE REASON FOR EACH CHOICE IN THE APPROPRIATE SPACE.

15. Colleges and Universities which I applied to in another state and reasons for applying: (LIST FIRST THREE CHOICES AND REASONS)

Choice (include State)	Reasons for applying
1. _____	a.___ b.___ c.___
2. _____	a.___ b.___ c.___
3. _____	a.___ b.___ c.___

List of Reasons

1. Low tuition and other costs (such as room, board and student fees)
2. Availability of financial aid which covers all of the tuition, fees, room and board costs
3. Availability of financial aid which covers some of the tuition, fees, room and board costs
4. Availability of a particular educational program. Please specify:

   _____
5. High quality academic reputation
6. Not too strict admission standards
7. The college recruited me because of my particular achievements:

   Please specify (for example, athletics, scholastics, etc.) _____
8. Near home
9. Away from home
10. Generally desirable location (mountains, the shore, rural area, etc.)
11. Athletic reputation
12. Religious affiliation
13. Historically black institution
14. Private institution
15. All male or all female school
16. Received information about the college (such as brochures, letters, etc.) which was impressive
17. Small school
18. Large school
19. Friends or classmates attend or plan to attend
20. Parent(s) attended
21. Brother(s) or sister(s) attend or did attend
22. Recommended by teacher or counselor
23. Other reason(s) - please write in your reason(s) if not 1 through 22 above.

_____

_____

_____

_____

16. Of the out-of-state colleges and universities to which you applied and were accepted, which one do you expect to attend? _____

16a. If this institution is not your first choice, why do you not expect to attend your first choice college or university? (CHECK ONE)

____1. I was not accepted to my first choice

____2. I was accepted to my first choice but did not receive adequate financial aid

____3. I really prefer an in-state institution

____4. Other (specify) _____

17. NOW, LOOK AT THE REASONS INCLUDED AMONG YOUR THREE CHOICES, IN QUESTIONS 11 and 15 (NEW JERSEY OR OUT-OF-STATE). IF ONE OF THE REASONS WAS HIGH QUALITY ACADEMIC REPUTATION (REASON #5), PLEASE INDICATE BELOW THE SOURCES OF INFORMATION UPON WHICH YOU BASED THIS OPINION. PLACE A "1" BESIDE THE MOST IMPORTANT SOURCE, A "2" BESIDE THE NEXT IMPORTANT SOURCE AND SO ON. (YOU NEED NOT PLACE A NUMBER BESIDE EACH SOURCE. PLEASE RANK ONLY THOSE SOURCES WHICH HELPED YOU FORM YOUR OPINION OF THE COLLEGE'S REPUTATION FOR ACADEMIC QUALITY.) IF YOU DID NOT CHOOSE REASON #5, GO TO QUESTION 18.

My opinion that the college(s) I chose have reputations for high academic quality was based on: (RANK ORDER YOUR REASONS)

____a. Knowledge of its high admissions standards

____b. Published college ratings or rankings

____c. Reading the catalog

____d. The fact that it is a private institution

____e. The fact that it is an old institution with a tradition of excellence

____f. Knowledge of the types of students who attend the college

____g. Opinion of parents

____h. Opinion of other relatives

____i. Opinion of friends or classmates

____j. Opinion of teachers or counselors

____k. Other (please specify)

_____

18. NOW, LOOK AGAIN AT THE REASONS AMONG YOUR THREE CHOICES. IF ONE OF THE REASONS WAS #3, SOME FINANCIAL AID SUPPORT, PLACE AN "X" BESIDE THE TOTAL AMOUNT OF FINANCIAL AID WHICH WAS AVAILABLE, INCLUDING SCHOLARSHIPS, GRANTS, STUDENT LOANS AND COLLEGE WORK-STUDY. IF YOU DID NOT CHOOSE REASON #3, GO TO QUESTION 19.

The total amount of financial aid which was available was: (CHECK ONE)

____1. Less than $500 for the year
____2. $500-$999
____3. $1,000-$1,499
____4. $1,500-$1,999
____5. $2,000 or more

PLEASE FILL IN THE FOLLOWING INFORMATION ABOUT YOURSELF AND YOUR FAMILY

19. Sex: (CHECK ONE)

____1. Male
____2. Female

20. What is your ethnic or racial group? (CHECK ONE)

____1. White
____2. Black
____3. Hispanic
____4. Oriental
____5. Other

21. Age: (CHECK ONE)

____1. 16 or younger
____2. 17
____3. 18
____4. 19 or older

22. Please place an "X" beside the group which comes closest to the amount of money your family makes in a year. (CHECK ONE)

____1. Below $10,000
____2. $10,000 to $14,999
____3. $15,000 to $19,999
____4. $20,000 to $24,999
____5. $25,000 to $29,999
____6. $30,000 to $39,999
____7. $40,000 to $49,999
____8. $50,000 or more
____9. I don't know

23. What is the highest level of education achieved by your father, stepfather or male guardian? (CHECK ONE)

____1. Less than high school

____2. Attended high school but did not graduate

____3. High school graduate

____4. Attended technical or vocational school but did not graduate

____5. Technical or vocational school graduate

____6. Attended college but did not graduate

____7. College graduate

____8. Graduate or professional school

24. What is the highest level of education achieved by your mother, stepmother, or female guardian? (CHECK ONE)

____1. Less than high school

____2. Attended high school but did not graduate

____3. High school graduate

____4. Attended technical or vocational school but did not graduate

____5. Technical or vocational school graduate

____6. Attended college but did not graduate

____7. College graduate

____8. Graduate or professional school